

Picasso:

"Every child is an artist. The problem is how to remain an artist once we grow up." ~ Pablo Picasso

1. Biography and picture of Picasso:



Pablo Ruiz Picasso was born in Malaga, Spain, in 1881 and died in Mougins, Alpes Maritimes, France, in 1973.

His father was a painter too and very early he could see the talent that Picasso had for drawing. His father trained him all the techniques and at the beginning he started painting in a very **realistic way**, for example, the portrait of his mother, the doves in the park or an ill person in bed. In 1895 he moved with his family to Barcelona and in 1900 he moved to Paris. From 1901 to 1904, he was living in Paris, and he was feeling very sad because a friend of him had died. During these 4 years, Picasso painted all his pictures with blue colors (this is **Picasso's blue period**).

In 1905, in Paris, little by little he started to cheer up and frequently he walked around the circus and observed the circus artists (dancers, harlequins, trapeze artists...) and decided to paint them in pictures all in pink tones (this is **Picasso's pink period**).

In 1906 and 1907 he made an abrupt change in his career, and started feeling very attracted to Iberian and African masks. He looked at the masks very closely and painted them in a simplified way.

In this period he was also very influenced by Cézanne, and painted **still life** in a very with rather simple shapes.

So, little by little, he was making his way towards **Cubism**. In his pictures he simplifies the objects and people into geometrical shapes, and he looks at his model from all the possible points of view (for ex. the *portrait of Dora Marr* , *The three musicians*).

In 1930 he painted one of his most famous paintings "**The Guernica**". This painting represents the town of *Guernica*, Spain, which was bombed and destroyed by the German army. So, it represents the horror and brutality of wars.

At the end of his life, he felt **strongly inspired by other artists, and makes his own version** of them (Picasso's *meninas*) being inspired by the original *Meninas de Velázquez*.

2. Study of Picasso's work:

2.1. Realistic period:



The ill patient and the doctor



The doves and the bullring (note that they are upside down the bullring!!)



Portrait of Picasso's mum



Portrait of Picasso's dad

2.2. The blue period

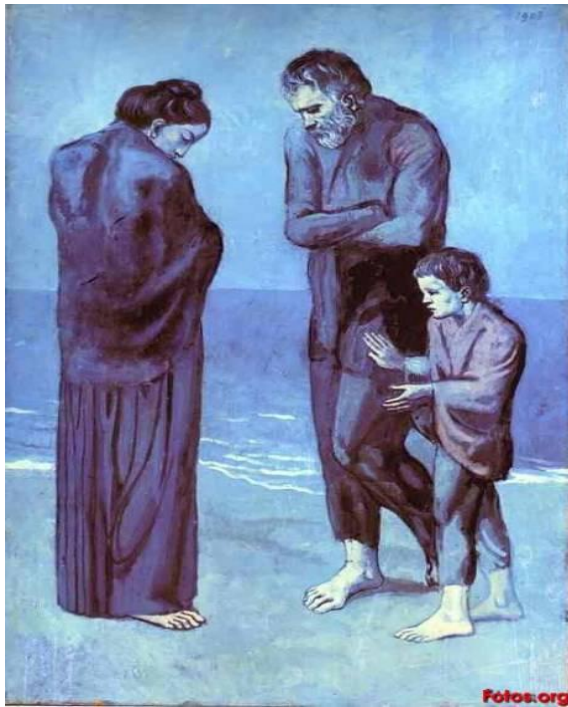


With nowhere to go (desamparados)





The old guitarplayer



The tragedy



The soup

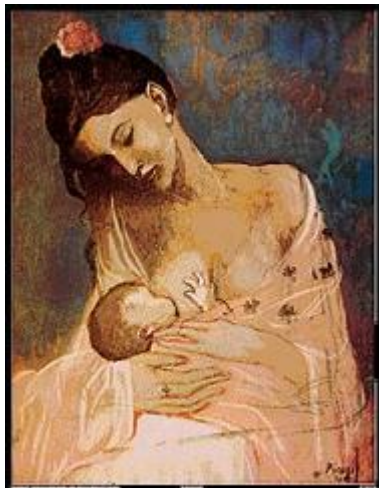
2.3. The pink period



The harlequin (Painted when he was observing the artists working at the zoo, the children will sure love the monkey!)



The arlequin



Mother giving milk to her child



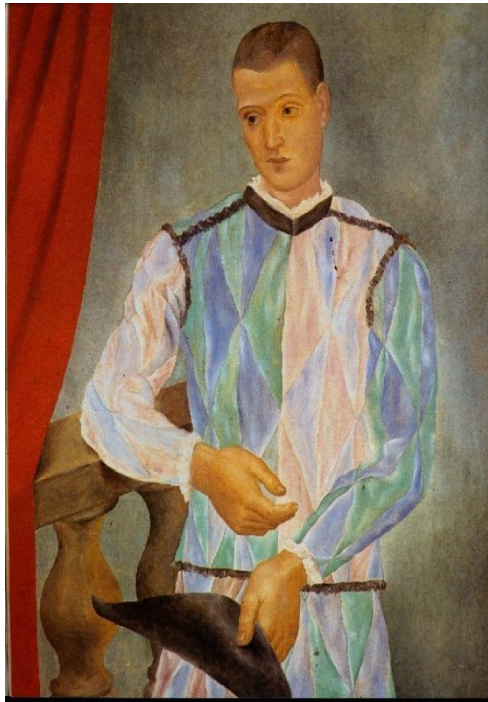
Acrobat



Family of "Saltimbanques"



Acrobat and young Harlequin



The Harlequin, 1917

2.4. Still life

(At the beginning of his career, still life was realistic, then, little by little it became more simplified and Cubist).



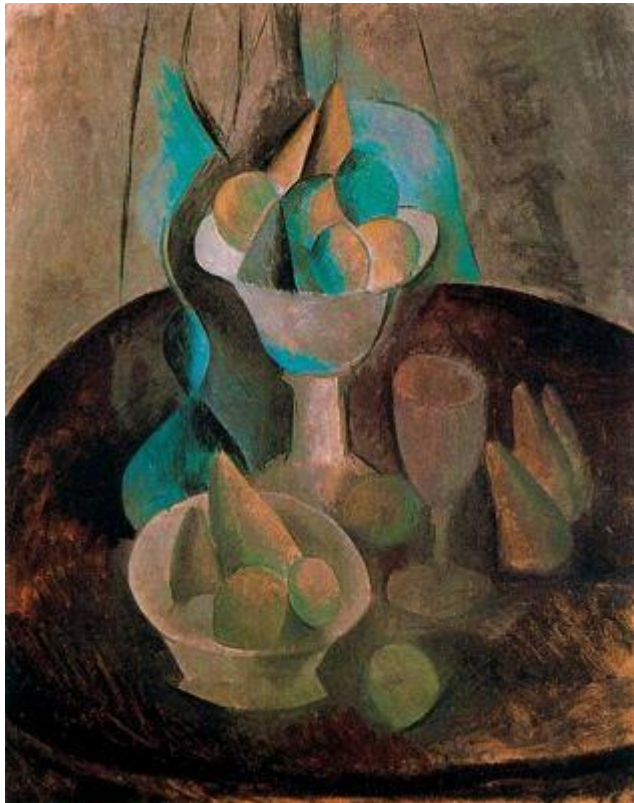
Dead nature (more realistic!)



Guitar, bottle , fruitbowl and glass over the table.



Guitar, bottle and fruit bowl





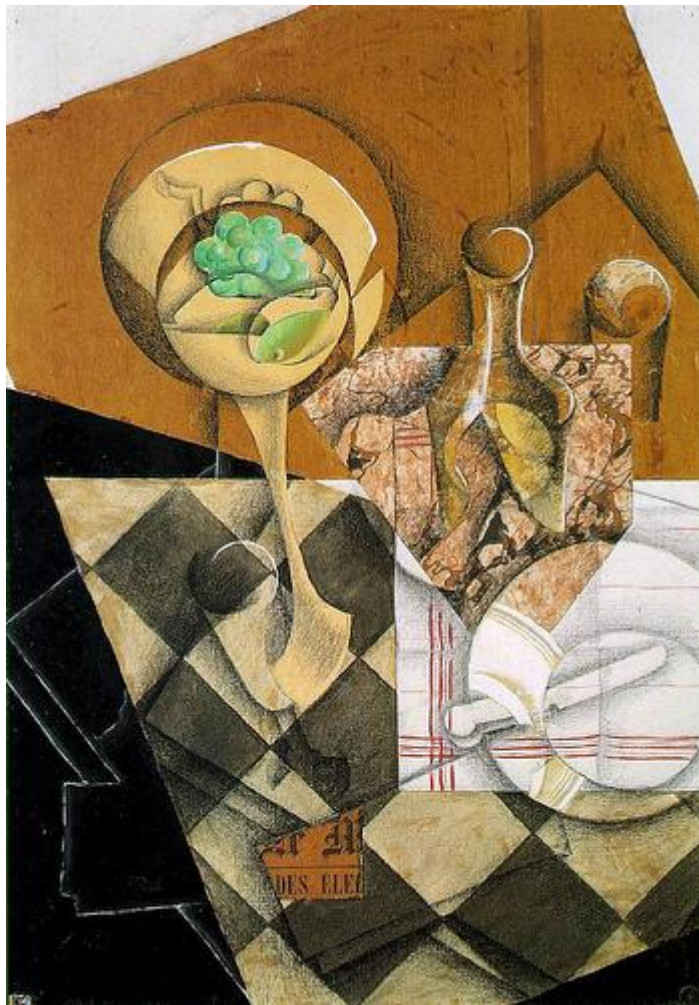
Jar and fruit bowl



Fruit bowl



Bread and fruit bowl over a table



!Note the presence of the guitars in some of his still life paintings!)

2.5. Cubism



Portrait of "infanta (future princess) Margarita)



The three musicians



Portrait of Dora Maar, one of his multiple wives



Again, Dora Maar with a cat!



Woman crying



Portrait of Jaume Sabartes, one of Picasso's friends. Later on, this painting has been copied and converted into a stamp in Spain.



Marie-Therese, one of Picasso's lovers.



Real picture of Marie-Therese!!!



Self portraits of Picasso



Cubist painting of woman staring at her reflection

2.6. His own version of other artists' masterpieces:

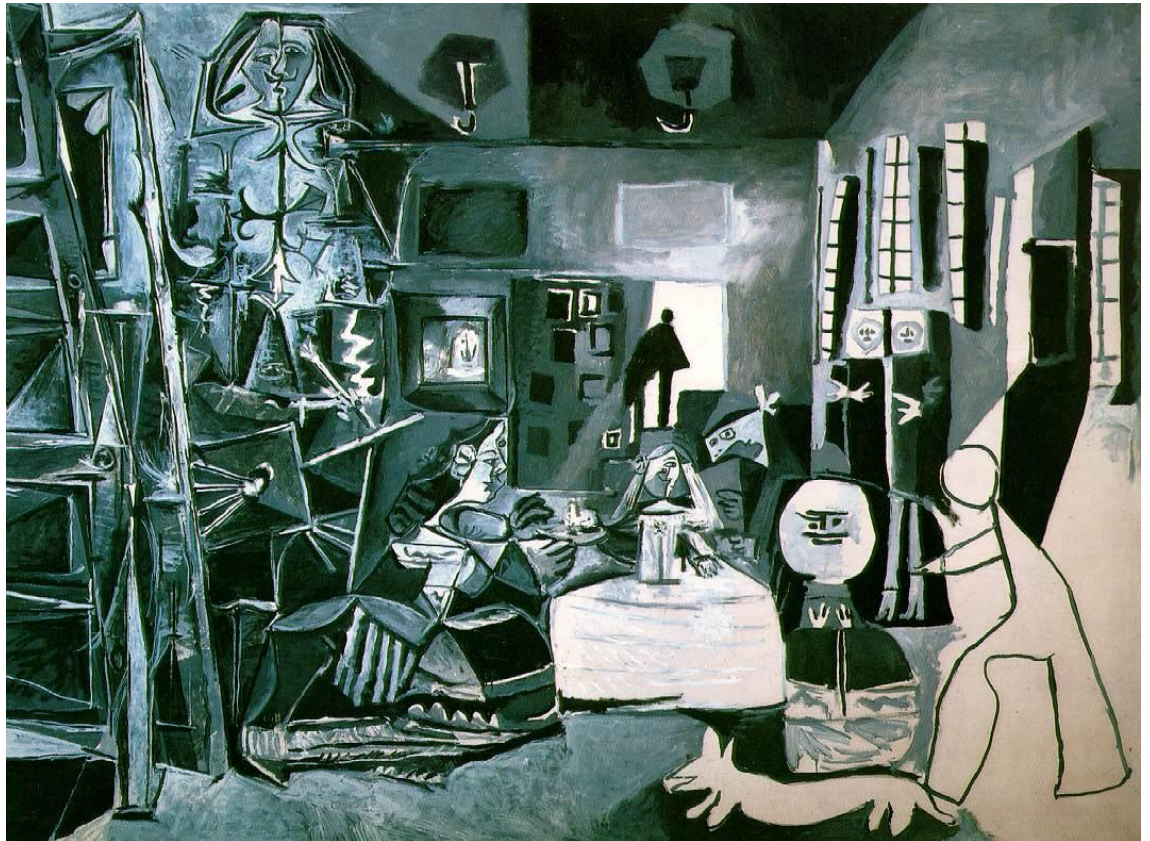


Piece of "Las meninas of Velázquez", and next to it, Picasso's version of it.



Piece of “Las meninas de Velázquez” and Picasso’s version of it.





Whole picture of "Las meninas" , Velázquez's and Picasso's.
 2.7. The *Guernica*



The Guernica is one of the most famous masterpieces of the 20th century.

It represents the terrible suffering that war causes to human beings. It was painted in 1937 to symbolize the bombarding and destruction of the town of *Guernica*, Spain, by the German army. The reason to throw the bombs, was to test the new planes and weapons that were going to be used in the following 2nd World war. It was the first time that the air bombs were used in history.

All the picture is painted in greys to highlight dramatism. Some symbols that we can comment are the following:

(left to right)

The bull, symbol of Spain, and also strength, darkness and brutality looks shocked.

The mum is crying with her dead child in hands.

The horse is twisting and with its mouth open, like screaming, and with a soldier with a sword underneath its paws.

However, in the centre of the painting, there is a light and a candle that represent hope.

On the right of the painting there are faces looking like ghosts.

3. Selection of a masterpiece and work on it:

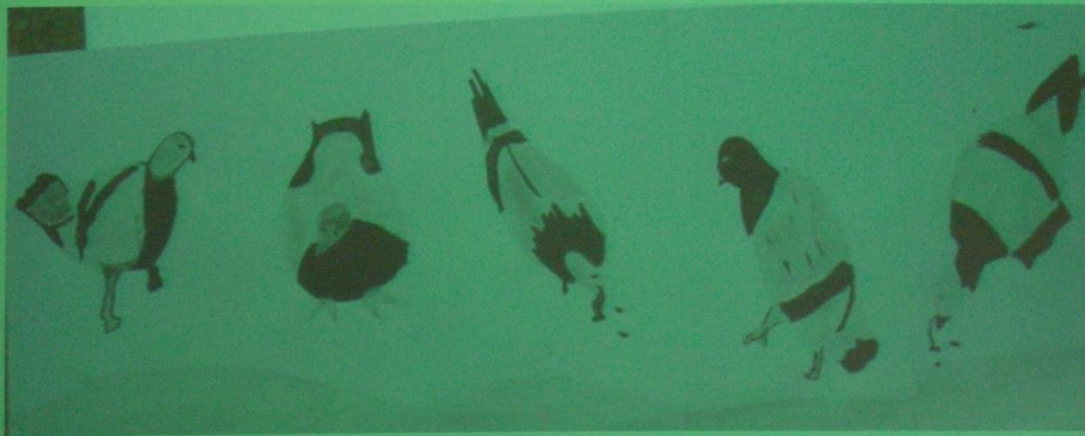
3.1.The pigeons in the park (realistic period):

Inspired in the above painting *The doves and the bullring* .

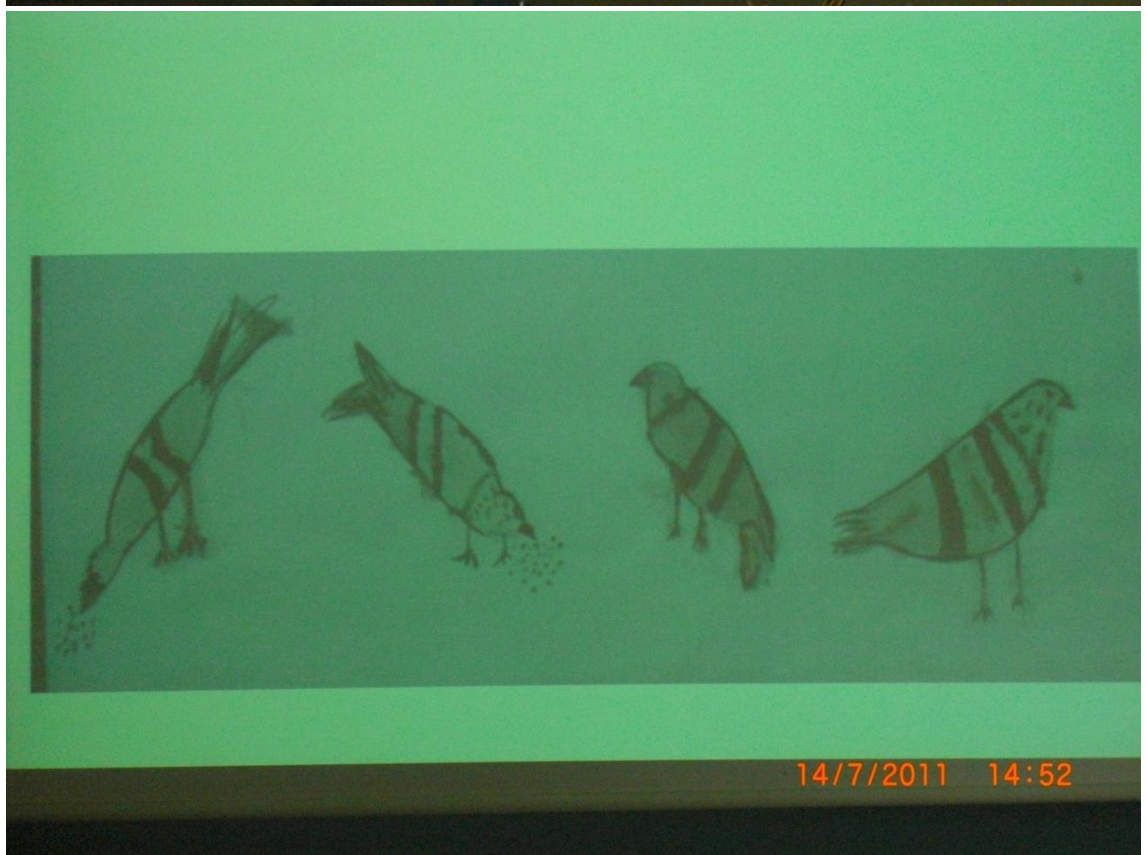
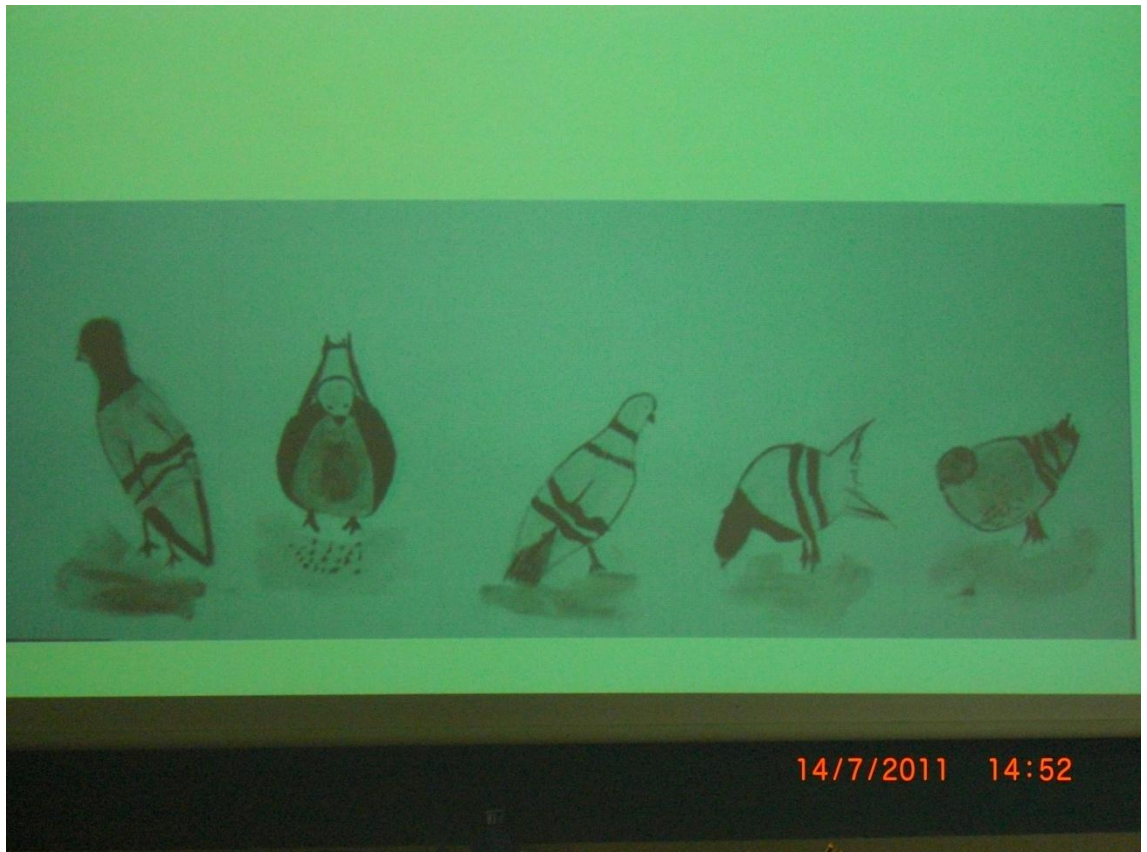
(to make this activity we need Chinese ink in two pots. One with regular Chinese ink and its paintbrushes, and another one with diluted in water Chinese ink and its paintbrushes). This product can be found easily in hardware and household goods shops.

It could be replaced for black paint , or for charcoal and a smudger.

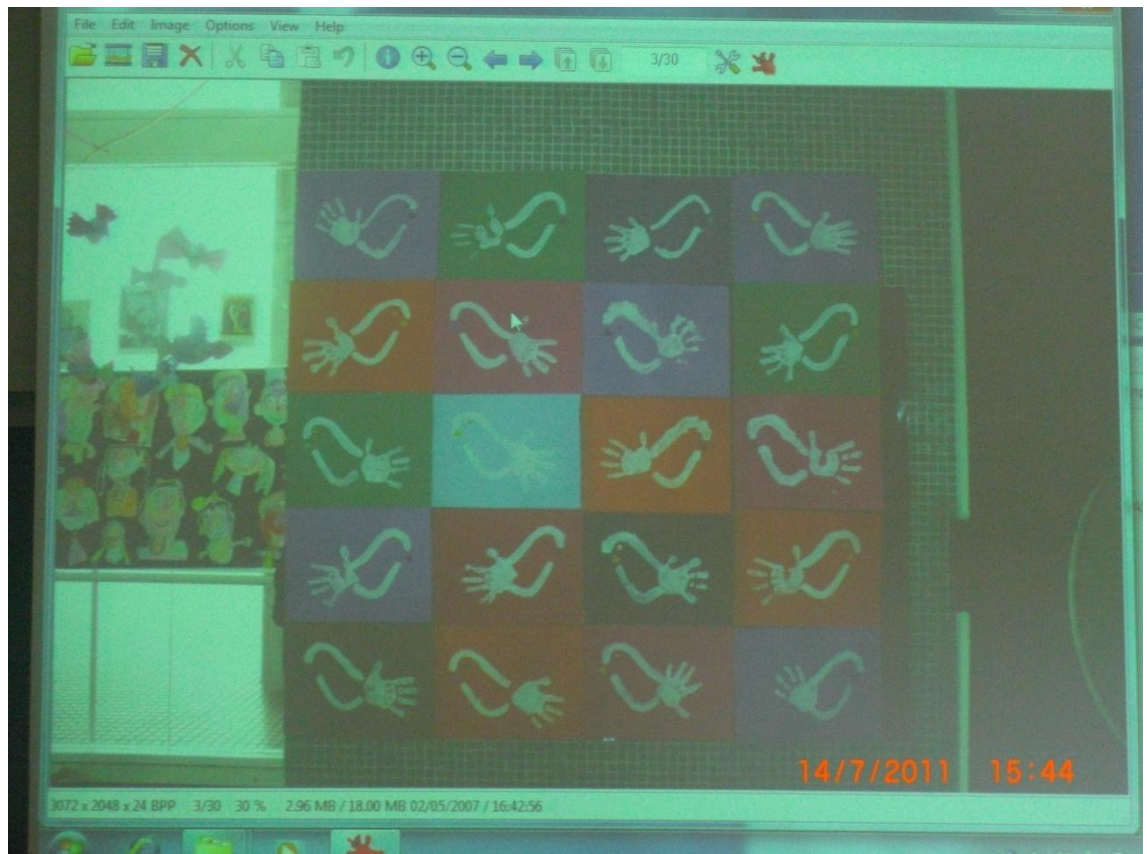
We give the children pictures of pigeons in different positions and they have to draw them (5 doves in the half of a DIN A3, that is to say, in a long strip of white paper. First they draw the pigeons and go over the silhouette and dark parts with compact Chinese Ink. The inside of the pigeon can be “coloured” with the Chinese ink diluted in quite a lot of water



14/7/2011 14:52



And with the kindergarten children, you might like to do these pigeons with their hand print as tail: (good for a display in the Peace day!)



- 3.2.The same image with cold and warm colors (blue and pink period)
Inspired in the blue and pink periods of Picasso.

In this activity, it would be good to give some referents to the children. For example, hang on the blackboard a good quantity of big pictures of birds. Each child needs to choose one bird (or whatever you like to hang!), and draw it in pencil in the DINA3 paper. In would do two different palettes (or one after the other!). The warm one with: white, black (very very very few black!), yellow and magenta , to make reds, oranges, pinks.

The cold palette would have white, black (very few, please)!, blue cian and magenta. With these mixtures, they would have blues, purples, browns...

They color first the cold picture, then the warm one (or viceversa) but using a different palette (otherwise can be a mess!).

The children can put their paintbrushes in a pot of water to make the color more fluid and easier to paint. If they want a really thick dark color, they wouldn't use water at all.

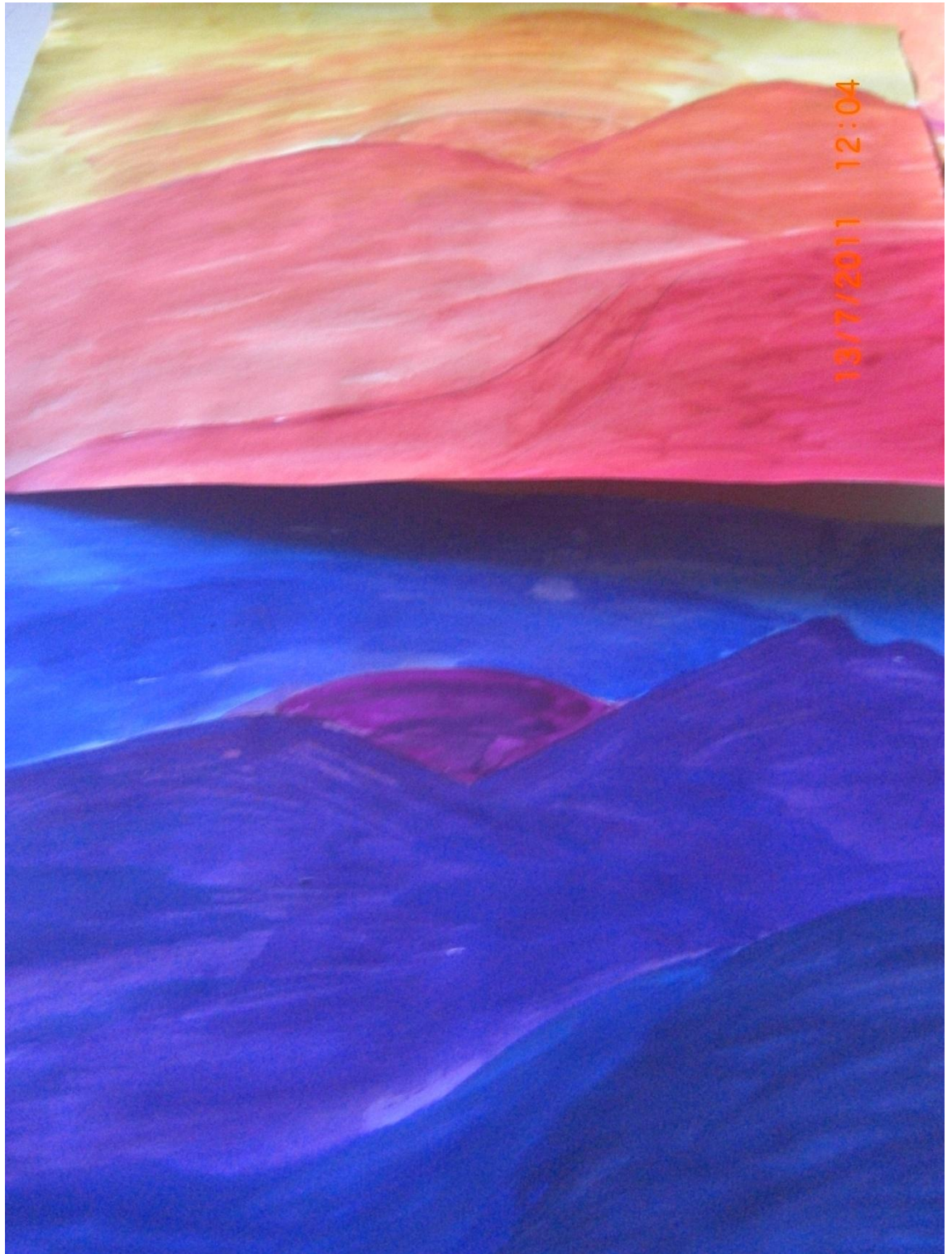
To color the background of each picture, they can also use different colors, that with the help of water, they would finally mix a little bit in the paper, and the effect would be superb!





13/7/2011 12:03

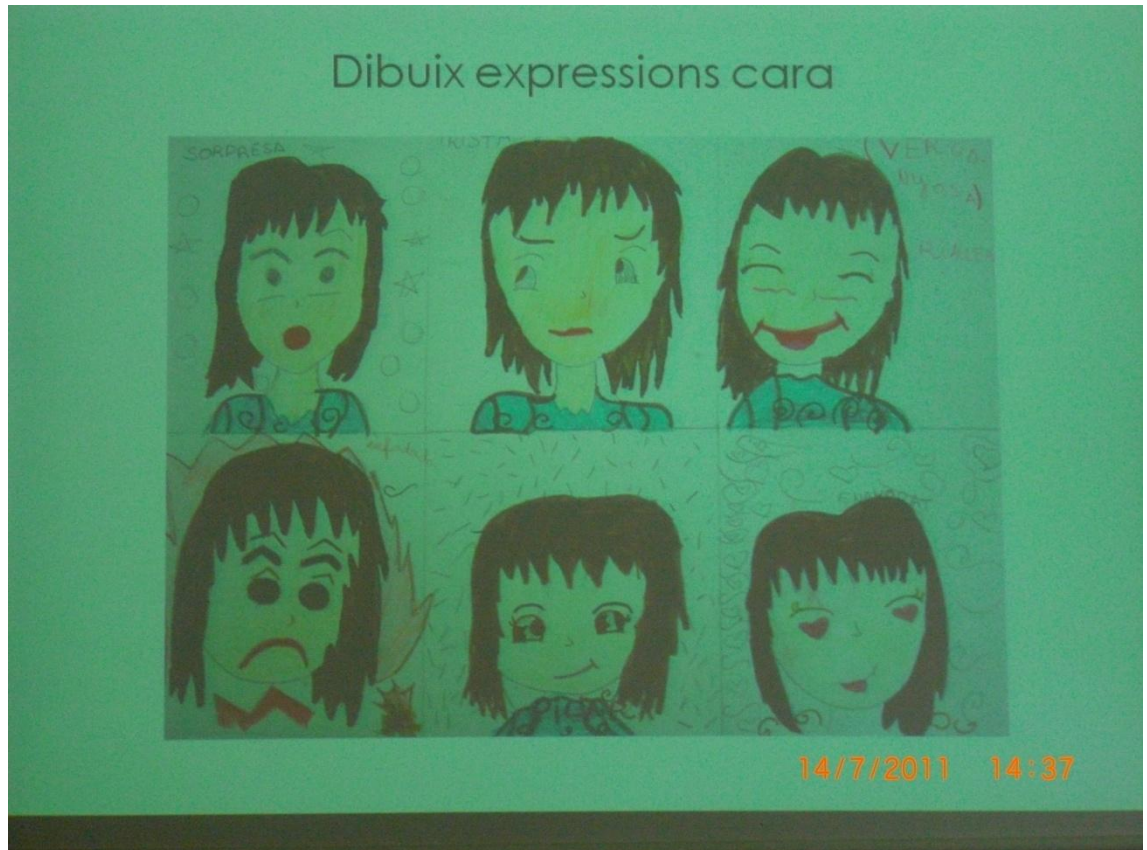




3.3. Expressions in the face (blue and pink period):

After analyzing ,observing and comparing ,the expressions of the characters in the blue period and pink period, we can highlight that we can “read the faces of people”, by looking at the position of the eyebrows, eyes and mouth. This gives

us information about the frame of mind of the person (angry, happy, sad...), and we have to take this into account when drawing portraits of people! We can work on that doing this kind of activity in class by making photographs of children (may be a couple of students), expressing happiness, anger, sadness...download the pictures and put them in the big screen.

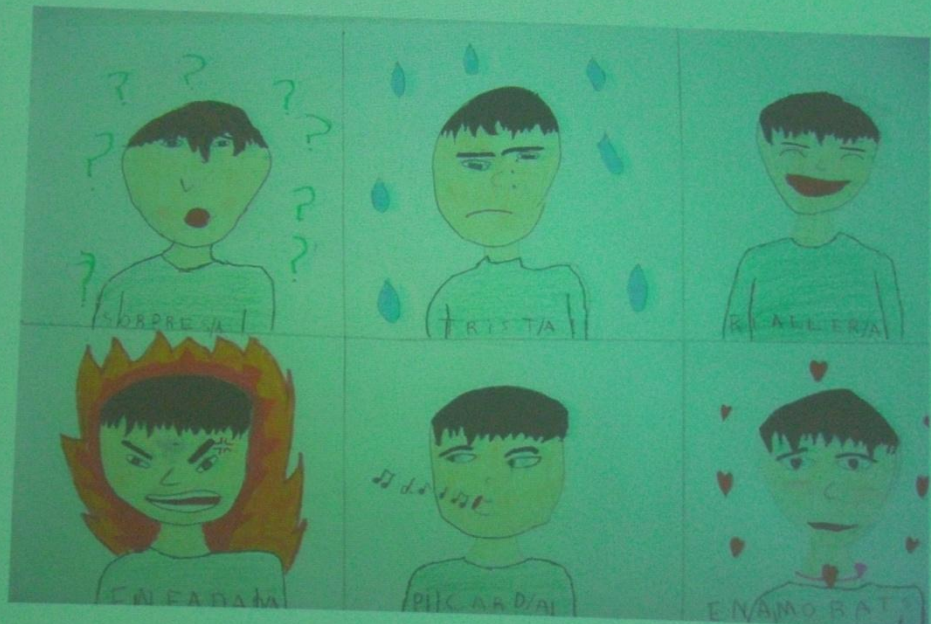


Dibuix expressions cara



14/7/2011 14:38

Dibuix expressions cara



14/7/2011 14:38

It's interesting to draw details in the background of the picture, that help to understand the expression of the face.



- Also working in the Picasso's pink period, we can make finger puppets with the characters that appear in typical circus : elephants, tigers, lions, clowns...

Finger puppets: you need to place some layers of plaster in the index finger, making the head thicker. Then you can add the details, making a snout, ears, a nose, long hair...then you take it out of your finger, it dries quickly!

Then you paint it with a very thin brush with acrylic paint. You can make the eyes with a ball pen. The dress can be made with colorful tissue paper or clothe, wrapping up the basis of the head of the puppet. You can made the hair (plaits...)with wool, or with colorful tissue paper.





If you'd like, you can also make a house with a box of matches, or similar. You can wrap up all the box with pieces of tissue paper and veneer. If you put the veneer directly, the tissue will glue to the box and it will also be shiny.

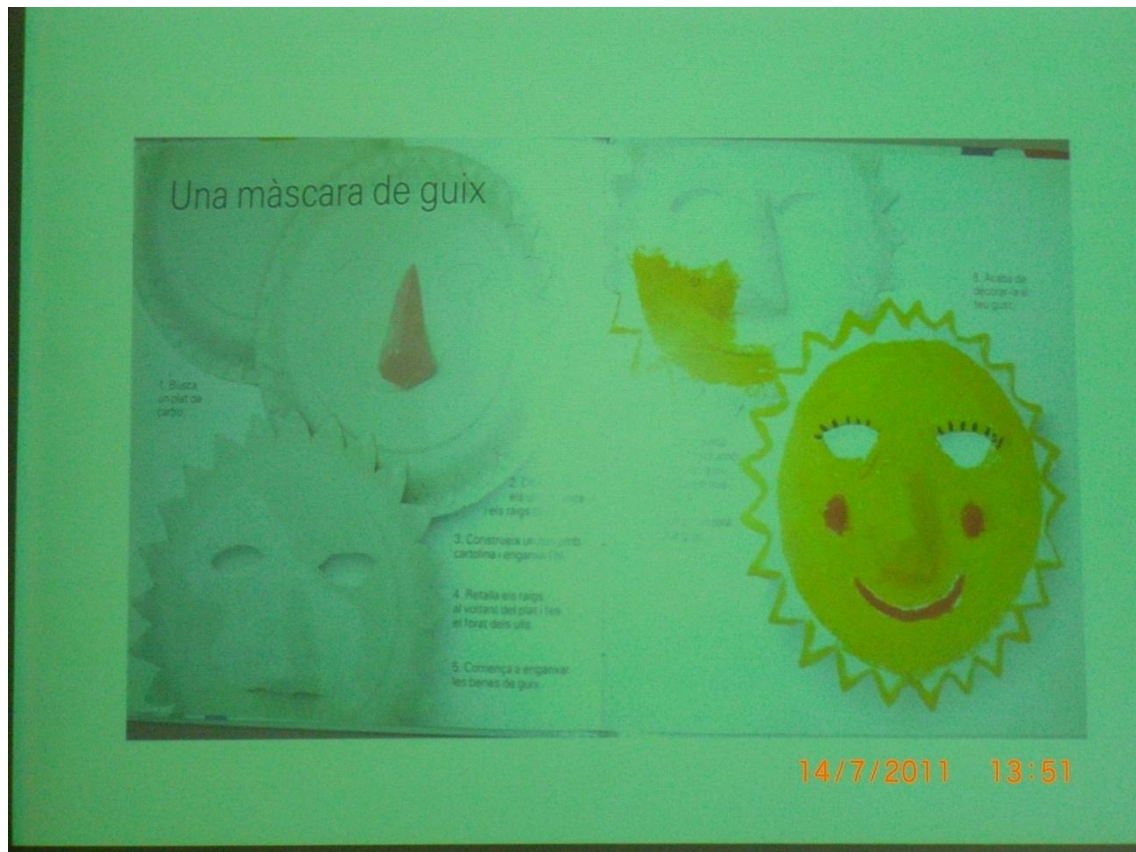


Another idea to work on Picasso's elements of circus, can be to make plaster masks (may be for carnival time!?).

One little help to make the shape of a face, would be to have human face plastic masks in the school to apply directly the wet plaster on it, mark the eyes and the nose!

You can make some variations, like make the nose longer or the cheekbones bigger also with newsprint and cellotape to shape it up, and then recover it with layers of plaster.

Once that it is dried, make it smoother with the help of a sandpaper



- 3.4. 3D Still life:

Inspired in the above pictures of Picasso's still life.

Now we are going to make in 3D a "picture of still life". In order to divide the work, each class can get specialized in just one item. For example, the first graders can make 3D oranges, the second graders can make 3D apples, the third graders 3D bananas, the fourth graders 3D pineapples...then we can select the best fruits and put them in a big cardboard fruit bowl.

Please, have a look at the second attachment I'm sending you named "3D still life", to have a clear idea of what I am talking about. The example that I am sending you reproduces a typical Spanish dish, paella, but I've thought of

changing it for a fruit bowl, as Picasso did. So, in the attached document you will be able to see the clear steps you need to make to produce 3D still life.



These objects have their real size, but it's even more fun to make them even bigger! (like the pictures in the attached document that I sent you!)



Or how about this? The more objects you add, the more spectacular it looks!



The picture above is one huge paella (typical Spanish food) that I have made together with some colleges of an Art course. We have done it following the technique of the 3D still life.

3.5. Still life in a collage!

Inspired in the above pictures of still life and collage, that was an style that he also tackled to make up his still life's paintings!

It's a different idea to work also in still life, but this time on paper!

First of all the children paint different papers with different colors and different textures (we can mix the paint with PVA glue and sawdust, or mix the paint with PVA glue and sugar...and other textures we can think about) . You can also use texture tools to create different designs in the papers and make it more attractive.

Once the papers are dried, the children cut them out in fruit shapes and they stick them in a fruit bowl or a fruit basket. They mount it all in a black cardboard and put a beautiful border on it!



This work approximately takes 45-minute sessions. Remember! First session: the students created their own painted paper. Second session: students free-cut (organic shapes) fruit and vegetables. Third session: they created a wooden crate from brown paper, added a colorful border and glued all the pieces together.



Create your own painted paper by using bright tempera paints and lots of texture tools.



When the painted paper dries, select 3-5 sheets and cut into vegetable and fruit shapes.

Use old “placemats” cut into long strips as a colorful border.



Arrange vegetables underneath the "crate" and glue everything to a black sheet of paper using glue sticks.





3.6. Bright Still life!!!

Here, I show you another nice idea to work on still life!



This activity combines a couple of art techniques for kids...double loading of the paint and black paint outline.

Inspired by Picasso (but you can also have a look at Roualt and Paul Cézanne too!), the lesson is designed to teach the children about light and how to achieve it within a painting.

First the children draw a still life from a bowl of fruit , you can place in the middle of the classroom. You can encourage them to keep the shapes simple. Once they are happy

with their composition, you bring



out the variety of paints. Pre-mixed paints, in a variety of jewel tones, are placed in my standard muffin-type paint palettes. Next, you can teach the kids how to double-load their brushes by first dipping in one color (and not stirring) then carefully dip in another. With two colors on one brush, the children gently paint on the drawing. The affects are wonderful. It's important that the kids keep the colors as they are applied—don't repaint the area or else the paint will blend together.

You can encourage the children to consider the colors in the fruit. ex. grapes have both red and purple. have them dip their brush in the two colors to see what happens. Once the fruit bowl is finished, the children are instructed to paint a simple background and tablecloth. Black paint is then used to outline everything. Then, for the final touch, they can add stain glass panes.





Also, with the idea of still life together with Cubism, we can make this broken vase:

(idea taken from the blog: there's a dragon in my art room):



Another quick fun Picasso lesson! Someone gave me a bunch of clear acetate, and I used it for this lesson. On white paper, students sketched a vase (some added a flower too), and traced over it thickly with a black marker. Then they used a ruler to divide up the space, also with heavy black lines.

We taped a piece of acetate on top of the marker drawing, and colored on the acetate with oil pastels, leaving the black lines of the drawing showing.

Last step was to remove the original marker drawing, and flip the oil pastel picture onto a sheet of black construction paper.

I used colored duct tape to attach the acetate to the construction paper. I tried to photograph them to show you, but had trouble with the gloss of the acetate. So I ran a few through the scanner instead. The colorful borders didn't quite fit in the scanner.

Here's a few more:

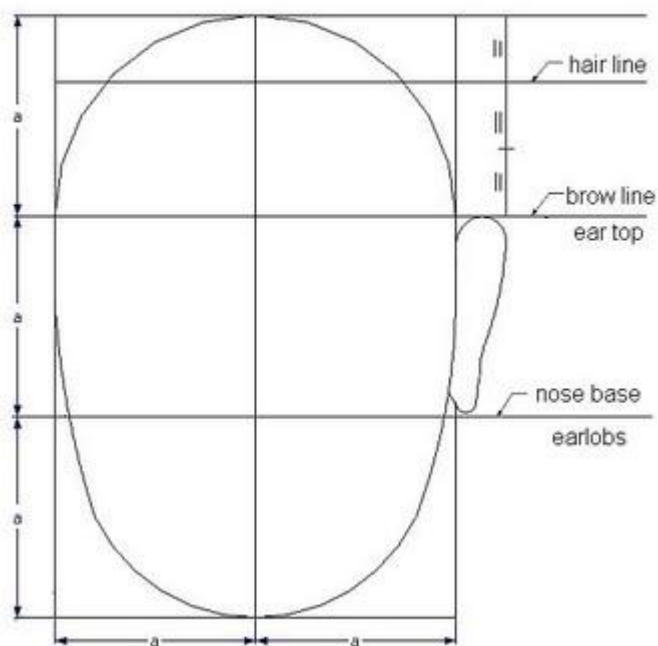


- 3.7. Self-portrait: (Picasso's realistic period):

Inspired in the realistic portraits that he painted at the beginning of his career.

The children bring their picture to class, avoid the drawing by heart!
Explain the proportion and symmetry and proportions of the human face.

Human face proportions 1



Use pencil, chardcoal and a smudger (highlight the shadows!!).
Another possibility could be to color the portrait with pastel colors.

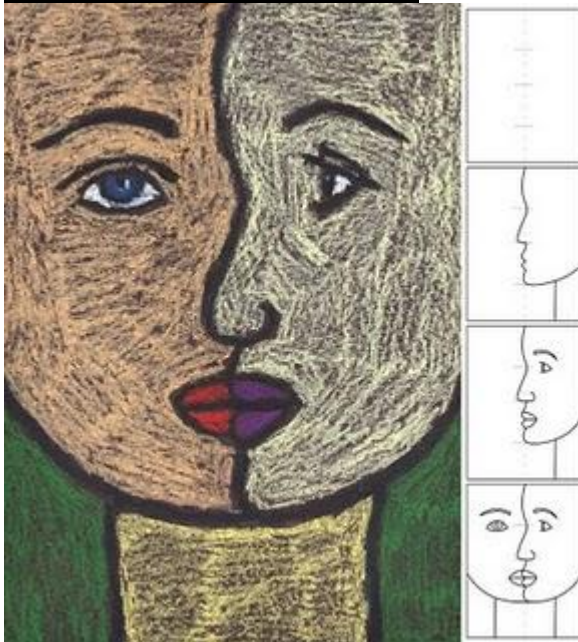
- 3.8. Cubist portrait (Picasso's Cubist period)

Inspired in the cubist portraits that he painted, for example: Portrait of *Infanta Margarita* (part of the version of *Las Meninas* painting), portrait of Dora Maar or portrait of Marie-Therese.

We can make a cubist self- portrait, showing them in the blackboard that Picasso could paint a frontal portrait and a profile portrait at the same time:

Here, I am showing you a brief explanation of how to draw a cubist portrait
(From the website: artprojectsforkids.org):

How to Draw a Cubist Portrait



Picasso's cubism was about seeing two sides of something at the same time. Here is a breakdown of steps that I use, which I hope are helpful.

1. Give each student a 9" x 12" piece of black construction paper. Have them fold the paper in half vertically so they have a middle line. Then they are to make a light pencil mark in the middle, and then in the middle of each of those sections as in Diagram 1.
2. A profile line is drawn down the middle, with the top of the nose hitting the top quarter mark, the bottom of the nose hitting the middle mark, and the bottom of the chin hitting the bottom quarter

mark. The chin ends as a curve up and the neck line is added as in Diagram 2.

3. Profile features are added as shown in Diagram 3.

4. The face is completed with frontal view features. The chin and neck lines are added to symmetrically match the right side as in Diagram 4.

5. After the pencil drawing is complete, the lines are traced with a black oil pastel, making the lines very fat. All the shapes are then filled in. Encourage the use of unusual colors.

(Again, don't forget to ask them a photo of them to get inspired!)



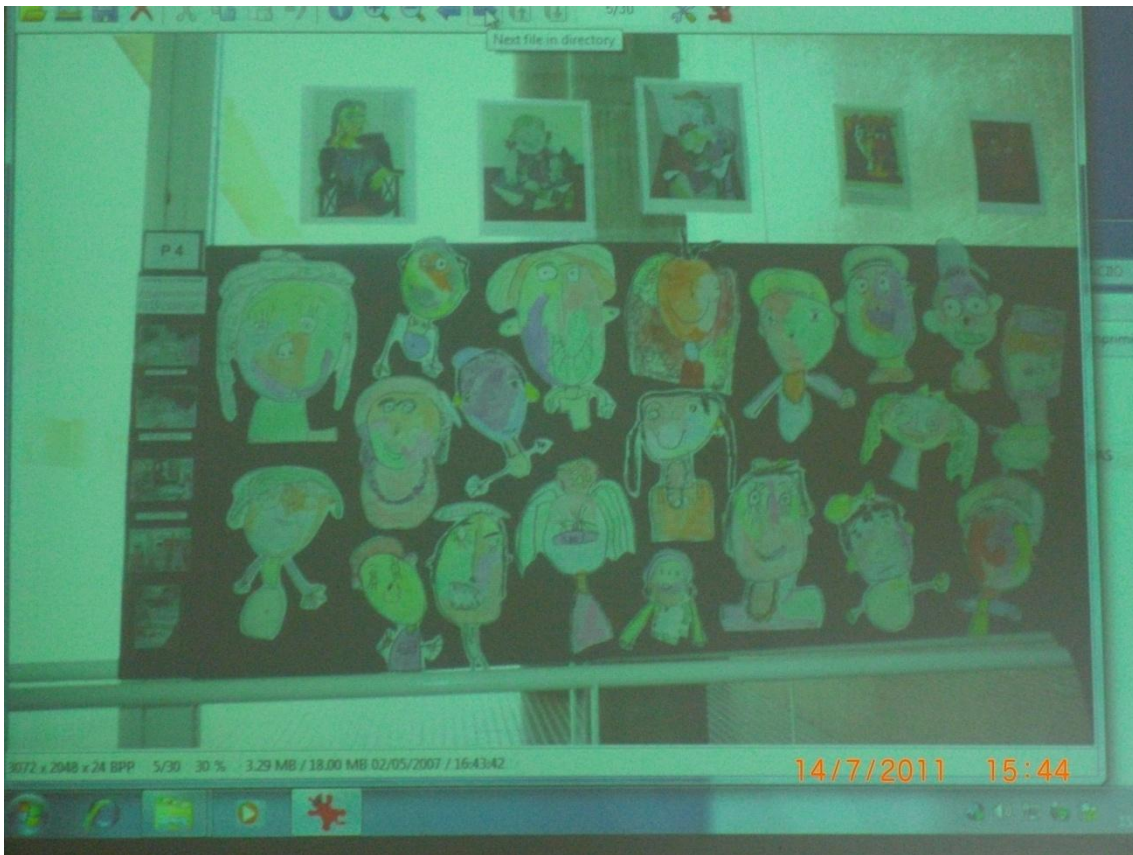
This lesson is a fun substitute to making regular, serious faces. First, the kids look at pictures of Picasso's portraits (*Portrait of Marie-Therese* and *Portrait of Dora Maar*) and study the shapes and patterns Picasso used. They love Picasso's way of drawing the facial features.

Then, following a directed-art lesson, the kids draw a head shape, neck, body and hair with a black oil pastel on white construction paper. Using colorful tempera paints, the children paint the different sections of their portraits, making sure they use two colors for their face.

When the face dries, they cut around the black line and glue their faces onto colorful pieces of paper.

The next lesson involves making different eye and mouth shapes. You give each child a scrap piece of white paper and show them how to make Picasso-style eyes and mouths. They draw their own, and color them in with oil pastels, cut them out and pasted them onto their face. They are encouraged not to put the features in the regular spots!

The last step was to add eyelashes and glaze the entire paper with mod-Podge.



This picture shows a proposal of a different school of displaying the cubist self-portraits of the kid: the artist pictures above all and a brief explanation of the artist style.

Another variation would be to make Picasso's crazy faces with the collage technique (idea taken from the teacher's blog: There's a dragon in my room).



I adapted this lesson from one I found I think in a **School Arts** magazine several years ago. It was a Picasso Halloween lesson, with two-face witches. It was a perfect way to deal with this:



The scrap box!!!

(Though since we did the lesson, it seems to be even more full...)

*

And it was also a great lesson to follow up their hard work on their mirror self-portraits. This time, I said it was OK to have big black nostrils, giant teeth, purple eyeballs, and hair growing out of their ears. We had looked at the work of Picasso and decided to focus on the artwork that showed a sense of humor, heck, downright silliness, and spontaneity. Plus we didn't have a lot of time, and this project is easy.

*

We used one art class to first learn about Picasso, and get started on the project. Each child took two sheets of construction paper, cut to 8"x 11" (I think). They drew an oval that touched all 4 sides of the rectangular paper. Those of you who've been reading my blog a while would know I didn't use an oval template. I do NOT want them all the same, and I want them to discover they CAN draw an oval themselves. (When we did our self-portraits, we practiced drawing ovals on the table with our finger, using our whole arm.) If a child had trouble, they put a dot on each side of the paper and just made sure their oval touched each dot.

*

The two papers were put together and the ovals were cut. One oval was glued on a sheet of white paper, which was maybe 12"x 15". On the other oval, the students drew an exaggerated profile line from top to bottom (we had previously practiced drawing profiles). The profile was cut, one 1/2 went into the scrap box, and the other was glued to line up the edge with the first oval.

*

In the next art class, students completed glueing the ovals and profiles, and then, with just brief direction/advice they dove in, knowing this was the only class time to work on this. I put on a lively Putumayo CD, and the atmosphere was cheerful and inventive. The kids did NOT pre-draw anything before cutting; rather the Sharpies were used for added detail. They worked merrily and we took just two minutes to close up glue sticks and pick up scraps. I love my 3rd graders!



- 3.9. Modelling a body with play dough (or clay!):

Inspired by the realistic portraits of Picasso and his eagerness to work with pottery and clay.

It is also interesting to model the whole body with plasticine. One calm child sits on a chair and acts as a model.

You give a wooden cube for each child where they will sit down there plasticine puppet. The kids start observing the child model and modeling their puppet, looking at the way the joints fold (the knees, the elbow....) the proportions of the different parts of the body...after a while, we can change the model and put another child. It really doesn't matter if the puppet has the legs of one child, the arms of another...



(it is better if it's sitting down in a cube, chair...)





- 3.10. Portrait of Dora Marr(Cubist period)
Inspired in the above portrait of Dora Marr.

This would be addressed for 5th, 6th graders:



(This is the narration of an excellent Art teacher that I found in the internet!):

This activity helps the children to express what Picasso did: express emotion through color and shapes. It would be great if you can get your hands on a Picasso calendar and/or book, you can use find a good sampling of colored photographs that demonstrate Picasso's exciting use of color, line and shape.

The portrait of one of Picasso's wives, Dora Maar, is pretty good for children. I love the hands, painted to resemble flowers (you can see Picasso's use of flowers in many of his pieces. There are stamens on the front of Dora Maar's bodice). I love the eyes...they are quintessential Picasso! I love to point out how the eyelashes extend from the eyeball. Kids love this. The hair has streaks of color (so much fun to paint) and the whole portrait is outlined in black.

You'll need: 12" x 18" white paper, black oil pastel, tempera paints, black tempera paint

Time: Approximately 3, 45-minute classes



Step One: Using the oil pastel, draw a figure of a lady using Picasso's stylized techniques. You would need to spend quite a lot of time showing the kids his "techniques". You can begin with the face. Some generally tips are as follows:

Start near the top of the page and draw a forehead, nose, mouth and chin. Then draw a line around this for the face. Add hair (sample some fun shapes and ideas) then add features. Add a neck and then big shapes for the arms (really emphasize that anything goes here, except scribbles). Draw a body but don't worry about proportion. Add hands (think crocuses) then add a chair or background detail.



Step Two: Set out many trays of tempera paint, including white. I have some tempera paint stored in plastic containers and some I put in well palettes so kids can mix their own paints. Paint the lady first and then once those colors are determined, use a contrasting or light color to paint the background.



Step Three: Once the entire piece is painted, its time to bring out the smallest paint brushes you have and some watered down black tempera paint and paint over all original lines. The painting will look pretty messy up to this point, but once the black lines go on, the kids will really see the transformation. Some kids will embrace this step but others will become bored. I really challenge these kids who just want to get the project over with. I figure they don't like how their painting looks with all the paint smooshed together, so I asked them to continue with the black lines. Soon they will see how the lines really bring out the color contrasts. I'm a bit prone to prodding and encouraging (not nagging) and I think it helps kids get over their own personal art hurdles.

I'm really proud of their work and I can't stress how successful everyone was. They just love Picasso!



- 3.11. Reinterpretation of the *Guernica* : (cubist period):

This activity is addressed for 5th, 6th graders

We can copy and cut out some images from the real *Guernica*. Discuss about it and explain the story of the picture (it is explained in point n 2). Then, they make their own interpretation of the famous masterpiece (the horse, the crying mother with the dead child...might be suitable). They can also make big drawings and mount them in a whole big display of the *Guernica* (*may be for the peace day*).





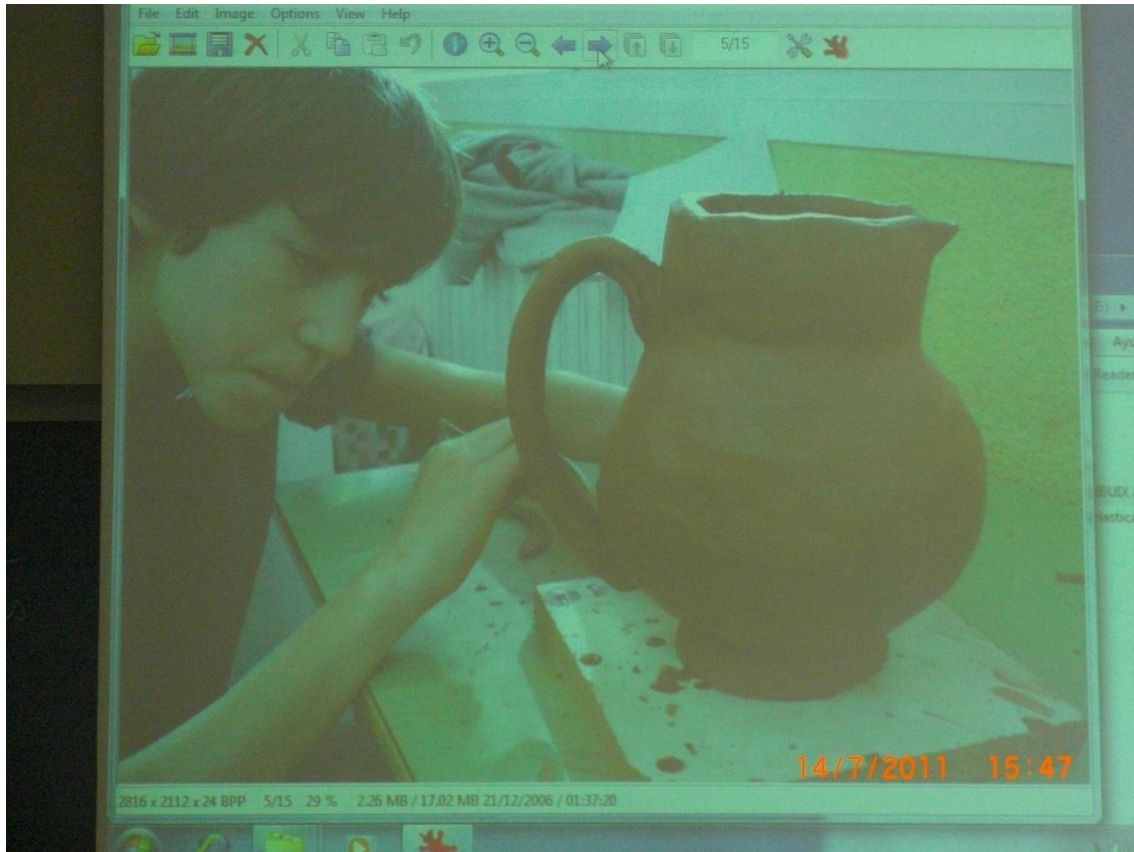
14/7/2011 14:51

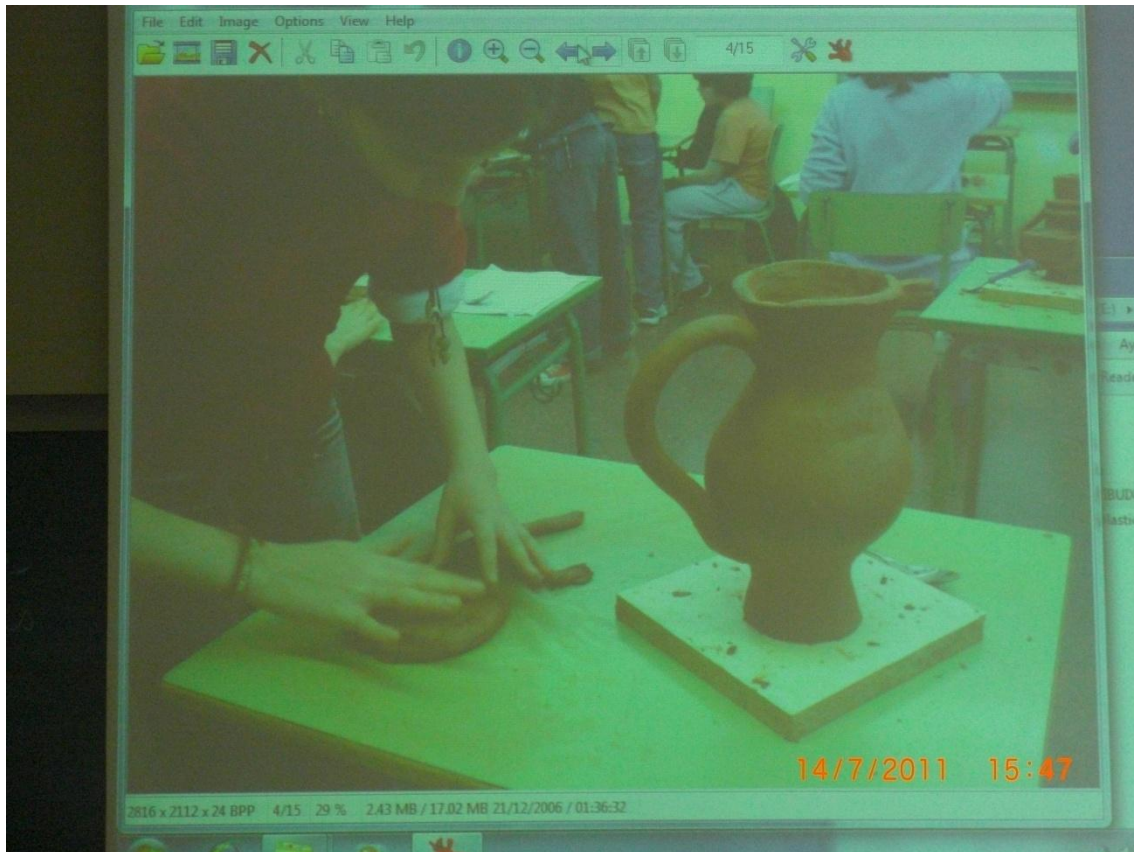


14/7/2011 14:51

3.12. Picasso's pottery:

Picasso made a lot of pottery: decorative dishes, jars...you can also make them using the technique of the fritters! (make like thick spaghetti with the clay and pile them one after the other. Then, give shape on them).





With the smallest ones, we can make decorative dishes. But, first we will do the draft before!

